



## EFFECT OF AVAILABILITY AND USE OF SCHOOL LIBRARIES ON STUDENTS' ACADEMIC PERFORMANCES IN TERTIARY INSTITUTIONS IN YOBE STATE, NIGERIA

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### Abstract

This study examined the effect of availability and use of school libraries on students' academic performance in tertiary institutions in Yobe State, Nigeria. Four (4) objectives and four (4) research questions guided the study. Survey research design was used in the study. The target population for the study was 1,700 secondary school leavers from seventeen (17) local government areas who are in their first year of study in tertiary institutions across Yobe State. Systematic sampling technique was adopted for the study. The sample size for the study is therefore three hundred and fourteen (314). The sample was determined using Online Social Science Statistical calculator (2025) which is a research methodology website for determining a sample size. Questionnaire was the main instrument for data collection. The data were analyzed and interpreted using descriptive statistics of frequency counts and percentages. Two hundred and ninety three (293) copies of questionnaire were retrieved and found usable for analysis. The findings revealed that; majority of the respondents strongly disagreed with the availability of school libraries in Yobe State, Findings revealed that textbooks, dictionaries, charts and pictorials are available in the school libraries in Yobe State, while newspapers, journals, magazine, cassettes, slides, discs, video tapes, films, handbooks, novels and government publication are not available. However, based on the findings some recommendations were made for improvement; the State Government in collaboration with the headmasters and principals should create a school library with the available resources on ground so as to support teaching and learning process.

**Keywords:** Availability, School library, Information resources, Academic Performance and tertiary institutions.

### Introduction

A school library is a library that is built within a school where students, staff, and often, parents of a public school have access to a variety of information resources. The goals of the school libraries are to ensure that all members of the school community have direct access to books, information technology facilities and other reading materials. School library uses both print and non-print materials as information resources. Furthermore, the school library is one of the most important places for learning and plays vital role in students' academic performance in higher

education and helps to inculcating good reading and writing habits. Srivastava (2018) asserted that knowledge society and information cannot be mentioned without mentioning the school library. On the other hand, Africa is one of the largest continents in the world and the poorest economically, and this resulted in a lack of school libraries in African countries. School library encourages curiosity, innovation and problem-solving. It is integral to the cultural and social life of the school. Imagine a place where all students feel welcome and encouraged to grow and learn, that space is the school library with current



information resources and a qualified school librarian.

School libraries provide more than just books, computers, and databases of accurate information, e-books, plus fun and educational information resources. School libraries provide a safer environment for all students to think, create, share, and grow. Suresha (2016) contended that learners should no longer depend on the textbook only but should also use other library sources. The methods used for assessing learners include not only written examinations but also portfolios of work, projects and assignments, which resulted in learning and teaching being resource-based. There is now a shift from teacher-orientated education to a learner-orientated education system, which mainly depends on the provision of libraries. School libraries can be the hub of learning and the favourite spot for many students.

The school library is a central point for all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion. The school library serves as the centre and coordinating body for all material used in the school. Veena and Kotari (2016), the school library is a central and most important part of the school system, which all other parts connect to for effective and efficient service delivery. The school library has become vital and indispensable organ of schools in providing information resources to the students. The rapid expansion and fast-changing facilities in the field of technology has left behind many librarians and users struggling to get current information from the school library. The school library is a place where print and non-print resources are stored, processed, access and made available to fulfil the students' need in promoting their academic performance. Therefore, librarians are expected to comply with the information and communication technology to promote and enhance students' academic performance (Bleidt, 2011).

Effective school libraries with available and current information resources supervised by professional school librarians develop 21st-century citizens who can locate, evaluate and use information effectively regardless of students' socioeconomic status. Todd, Kuhlthau, and Oelma. (2014) revealed that 99.4% of students surveyed in Ohio, United States of America,

believed that their school librarians and school library programs helped them succeed in higher school. A report that reported similar conclusions was compiled by Michele Lonsdale in Australia in 2013. The major finding of this research was that students with access to a well-supported school library program with a qualified school librarian, scored higher on reading and writing assessments in higher educational programs regardless of their socio-economic statuses.

Many researchers have confirmed that school libraries have a positive effect on student academic performance in higher education. Besides having the school library with the required available information resources, we must also consider the work of the school librarian as such; school librarians combine a command of 21st-century pedagogies and curricula with expertise in information science: the analysis, collection, classification, manipulation, storage, retrieval, movement, dissemination, and protection of information. Working with a school librarian strengthens the skills of classroom teachers and students. Verma (2015) School librarians have deep expertise in digital literacy skills; have well-developed instructional strategies based on thinking critically, communicating creatively in a variety of media, and solving problems creatively; and are often role models for strong leadership, initiative, and other career and life skills.

Finding information is not a problem in today's world, the problem is finding useful and trustworthy information at the right time. The school librarian leads the school-wide effort to organize and utilize information to make it valuable and accessible to staff and students. School librarians are trained to solve hard problems and make resources accessible to their school community through the library catalogue and other digital tools. Lawal-Solarin (2016) believe that attention should be given to school libraries in such a way that they are well-resourced and sufficiently staffed, and there be change for development, growth and expansion because libraries are important in supporting the new type of education, which is learner-oriented.

### **Problem Statement**

The school library is a library that is built within a school where students, staff, and often parents



have access to a variety of information resources. However, the non-availability of school libraries in most of the schools, poor funding and non-proper usage of the information resources, which are mostly obsolete even if they are available, and lack of well-trained school librarians contribute to the poor performance of students in both elementary and higher education in Yobe State and Nigeria in general. Lonsdale (2013) opined that students with access to a well-supported school library program with a qualified school librarian scored higher on reading and writing assessments in higher educational programs regardless of their socio-economic status.

Furthermore, research must be conducted on the effects of the availability of school libraries, the information resources available, and the usage of the information resources on students' academic performance in tertiary institutions in Yobe State particularly on students who are in their first year of study (one hundred level) students. Therefore, this research will be aimed at assessing the effect of the availability and use of school libraries on students' academic performance in tertiary institutions in Yobe State, Nigeria.

### **Objectives of the Study**

The following are the objectives of the study:

- i. To assess the availability of school libraries in Yobe State
- ii. To determine the information resources available in the school libraries in Yobe State
- iii. To examine the use of information resources in the school libraries in Yobe State
- iv. To determine the effect of availability and use of school libraries on students' academic performance in tertiary institutions in Yobe State, Nigeria.

### **Research Questions:**

The following questions guided the study:

- i. What is the level of availability of school library in your school?
- ii. To what extent are information resources available in your school library?
- iii. What is the level of use of information resources in your school library?
- iv. What is the effect of the availability and use of school libraries on students'

academic performance in tertiary institutions in Yobe State, Nigeria?

### **Literature Review**

The importance of school libraries and their effect on students' academic performance in higher education is visible and illustrated in many studies. The school library's worth should not be considered or judged in a financial manner as it is considered a hub to provide information for its users. Bleidt, (2011) states that school libraries are used to improve student retention, productivity and graduation rates. Also, Oakleaf, (2011) further added that school libraries support student achievement to augment and support their GPA and professional/educational test scores.

Most of the school libraries under the research hardly have proper library buildings, few among the schools use classroom as their libraries, the information resource hardly covers most of the schools' syllabus and were not up-to-date, the school librarians were not enough in number to cater for the need of the users and are not well trained. Ajegbomogun and Salaam (2011) affirm that school libraries still lack accommodation, finance, and qualified staff; only a few secondary schools have a separate accommodations for the library while others use classrooms as school libraries. In Kogi state, Omera, (2013) in a study on secondary school libraries at Idah local government, affirms that government efforts have not led to effective development, the school libraries still lack professional librarians, and library resources and the teachers do not patronize the libraries. Furthermore, the staff and students of Umuahia North local government area of Abia state, also, submit that there was no development of library resources; the library still lack adequate print and non-print materials to support the school curriculum. Moreover, there are no professional librarians to offer effective services to users.

According to Afolabi (2016) a school library by the minimum standard of policy outline should consist of books, pamphlets, paper cuttings, gazettes and government publications, atlas, maps and charts, photography records, films, record players, cassette tapes/ players, film projections, slides, pictures, photographs and periodicals. School library collections will not be complete without reference books, non-fiction



and fictions. There is a need to provide these school library resources in order to provide a clear path towards the realization of curriculum goals of school subjects. It is important to make today's students the best in the world with library software and materials that improve literacy and build reading comprehension. With today's easy-to-navigate e-book and e-Journal platform, students and teachers are provided access to eBooks for easy browsing, and digital media materials vital for classroom instructions.

Ajebomogun and Salaam (2011) discussed the state of school libraries in Nigeria. The authors highlighted declining financial support; inadequate infrastructure and equipment; employment of unqualified personnel; emptiness of the bookshelves and low level of information technology development as problems facing school libraries. They therefore suggested that the problem of poor library patronage and information usage among Nigerian students in secondary school should be given adequate attention. Students require information resources which are vital, relevant, current and timely for them to achieve their academic activities and school libraries are there to support this mission (Mahwasane, 2017).

A standard school library is recognized by the quality, currency, relevance and size of its collection. Collection development requires adequate planning, quality selection and funding in order to meet the demands of its users. Trained and committed staff, and coherent, effective and active school library policy is also important in promoting and enhancing students' academic performance. Secondary school students require the use of library information resources effectively in order to add to their existing knowledge for future advancement (Basheer and Razzaq, 2012). Furthermore, Gunasekera (2010) assert that, students' usage of libraries is not encouraging as a result of poor funding of school libraries. The study further found that, library resources and services are not being fully utilized by students. The study suggested that the information literacy program should be conducted to promote awareness and use of electronic information resources. He also recommends that the library should increase its resources for effective usage. Providing access to information about the resources available in the

libraries, play a significant role in helping the students discover the facilities and vital resources available in the library.

Another study conducted by Sohail and Pandye (2012) on the use of library resources by the students of the University of Kalyani found that to meet the information needs of students, guidance and help are required to use the library resources and services. They suggested that the latest edition of textbook and reference materials should be added to the school library collection so as to prepare students in higher education. The librarian must essentially have a thorough knowledge of student's needs. For this the librarian and the school administrators have to collaborate in the acquisition of quality books and journals to meet the demand of the users.

### Methodology

The study adopted a survey research design; this is because it is concerned with sampling peoples' opinions, beliefs, feelings, attitudes, behaviour and ideas. This is in line with Aina (2004) that survey research involves a systematic and comprehensive collection of information about opinions, attitudes, feelings, beliefs and behaviour of people through observation, interviewing and administering of questionnaires. The target population for the study was 1,700 secondary school leavers from seventeen (17) local government areas who are in their first year of study in tertiary institutions across Yobe State. The study aim at understanding whether the school library has adequate information resources before the respondents proceeded to tertiary institutions and does these libraries has effect on the student's academic performance. Therefore, that is why the respondents has to be secondary school leavers who are in their first year of study in tertiary institutions across Yobe State. The sample size for this study is three hundred and fourteen (314). The sample was determined using Online Social Science Statistical calculator (2025) which is a research methodology website for determining a sample size. Online Social Science Statistics calculator is a website that is responsible for determining a sample size in research methodology domain with precision level of 5% and confidence level of 95%. The sample was drawn using estimated proportion of 0.5. The



sample size for the study is therefore three hundred and fourteen (314). Systematic sampling technique was used in distributing the instrument to the sample respondents. According to Etikan, Musa and Alkassim (2016) systematic sampling is a technique where the respective population that meet the criteria (e.g. specific skill set, experience, etc.) are included to represent other entities in the research being conducted. For the purpose of this research, data was obtained through a close-ended instrument of a self-

design questionnaire and physical assessment of the school libraries under study. The data were analyzed and interpreted using descriptive statistics of frequency counts and percentages.

**Data Analysis and Interpretation**

Three hundred and fourteen (314) copies of the questionnaire were administered to the respondents, and two hundred and ninety-three (293) copies were retrieved and found usable for analysis. This represents 93% of the response rate.

**Table 1: Distribution of Respondents by Gender**

S/N	Gender of users	Frequency	Percentage (%)
1.	Male	196	67
2.	Female	97	33
	Total	<b>293</b>	<b>100</b>

Table 1. Shows demographic information of respondents by gender. The results indicated that, 196(67%) are males and 97(33%) are females. This implies that majority of the respondents are males.

**Table 2: The Level of Availability of School Library**

S/N	Statement	SA	A	D	SD
1	The school has a library building	9(3%)	66(23%)	32(11%)	186(63%)
2	The school library is located in a classroom	21(7%)	52(18%)	82(28%)	138(47%)
3	The school do not have a library	15(5%)	74(25%)	81(28%)	123(42%)
4	The library is dilapidated as a result of wind or erosion	23(8%)	38(13%)	129(44%)	103(35%)
5	The library materials are displace at the entrance of the principal office	12(4%)	24(8%)	113(39%)	144(49%)
	<b>Total</b>	<b>80</b>	<b>254</b>	<b>437</b>	<b>694</b>
	<b>Average</b>	<b>16(6%)</b>	<b>51(17%)</b>	<b>87(30%)</b>	<b>139(47%)</b>

**Keys:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Table 2 shows the availability of school libraries in Yobe State with the library is dilapidated as a result of wind or erosion 129(44%) respondents indicated disagree, while the school has a library building 186(63%) respondents, the school library is located in a classroom 138(47%) respondents, the school do not have a library 123(42%) respondents and the library materials are displace at the entrance of the principal office 144(49%) respondents strongly disagree. This

implies that, out of 293 respondents, the majority 139(47%) respondents indicated strongly disagreed, followed by 87(30%) respondents who indicated disagreed and 51(17%) respondents indicated agreed, while 16(6%) respondents indicated strongly agreed. Therefore, the availability of school libraries in Yobe State revealed strongly disagreed by the majority of the respondents.



**Table 3: The Information Resources Available in the School Library**

S/N	Items	Available	Not Available
1	Textbooks	256(87%)	37(13%)
2	Newspapers	12(4%)	281(96%)
3	Journals	26(9%)	267(91%)
4	Dictionaries	188(64%)	105(36%)
5	Magazine	57(19%)	236(81%)
6	Cassettes, slides, discs, video tapes, films	62(21%)	231(79%)
7	Handbooks	34(12%)	259(88%)
8	Charts & pictorials	169(58%)	124(42%)
9	Novels	22(8%)	271(92%)
10	Government publication	56(19%)	237(81%)
	<b>Total</b>	<b>882</b>	<b>2048</b>
	<b>Average</b>	<b>88(30%)</b>	<b>205(70%)</b>

Table 3 shows the information resources available in the school libraries in Yobe State as indicated thus; Textbooks 256(87%) respondents, Dictionaries 188(64%) respondents, Charts & pictorials 169(58%) respondents indicated available, while Newspapers 281(96%) respondents, Journals 267(91%) respondents, Magazine 236(81%) respondents, Cassettes, slides, discs, video tapes, films 231(79%)

respondents, Handbooks 259(88%) respondents, Novels 271(92%) respondents and Government publication 237(81%) respondents not available. This implies that Textbooks, Dictionaries, Charts & pictorials are available in the school libraries in Yobe State, while Newspapers, Journals, Magazine, Cassettes, slides, discs, video tapes, films, Handbooks, Novels and Government publications are not available.

**Table 4: The Level of Use of Information Resources in the School Library**

S/N	Items	Daily	Weekly	Monthly	Never
1	Textbooks	0(0%)	18(6%)	46(16%)	229(78%)
2	Newspapers	0(0%)	0(0%)	27(9%)	266(91%)
3	Journals	0(0%)	0(0%)	17(6%)	276(94%)
4	Dictionaries	0(0%)	0(0%)	12(4%)	281(96%)
5	Magazine	0(0%)	0(0%)	7(2%)	286(98%)
6	Cassettes, slides, discs, video tapes, films	0(0%)	0(0%)	6(2%)	287(98%)
7	Handbooks	0(0%)	0(0%)	9(3%)	284(97%)
8	Charts & pictorials	0(0%)	19(6%)	27(9%)	247(84%)
9	Novels	0(0%)	0(0%)	24(8%)	269(92%)
10	Government publication	0(0%)	0(0%)	19(6%)	274(94%)
	<b>Total</b>	<b>00</b>	<b>37</b>	<b>194</b>	<b>2699</b>
	<b>Average</b>	<b>0(0%)</b>	<b>4(1%)</b>	<b>19(7%)</b>	<b>270(92%)</b>

Table 4 shows the use of information resources in the school libraries in Yobe State as respondents indicated that, they have never used Textbooks 229(78%), Newspapers 266(91%), Journals 276(94%), Dictionaries 281(96%), Magazine 286(98%), Cassettes, slides, discs, video tapes, films 287(98%), Handbooks 284(97%), Charts & pictorials 247(84%), Novels 269(92%) and Government publication 274(94%). This implies

that, out of 293 respondents, the majority with 270(92%) respondents indicated never, followed by 19(7%) respondents who indicated monthly and 4(1%) respondents indicated weekly, while no single respondents indicated daily. Therefore, the use of information resources in the school libraries in Yobe State was revealed never by the majority of the respondents.



**Table 5: The Effect of Availability and Use of School Library on Students' Academic Performance**

S/N	Items	SA	A	D	SD
1	Information resources in the school library make my assignment easier	43(15%)	88(30%)	134(46%)	28(9%)
2	Information resources in the school library improve my reading comprehension	17(6%)	123(42%)	142(48%)	11(4%)
3	Information resources in the school library promote my class presentation	16(5%)	108(37%)	163(56%)	6(2%)
4	Information resources in the school library enrich my vocabulary	86(29%)	12(4%)	187(64%)	8(3%)
5	Information resources in the school library enhance my tertiary Cumulative Grade Point (CGP)	127(43%)	12(4%)	132(45%)	22(8%)
6	The school library helps to improve students' academic performances.	26(9%)	71(24%)	192(66%)	4(1%)
7	The school library encourage group discussion	8(3%)	136(46%)	144(49%)	5(2%)
8	The school library boost my test scores	49(17%)	103(35%)	124(42%)	17(6%)
9	The school library boost my exam scores	28(10%)	86(29%)	167(57%)	12(4%)
10	The school library promote my reading culture	113(39%)	9(3%)	168(57%)	3(1%)
	<b>Total</b>	<b>513</b>	<b>748</b>	<b>1553</b>	<b>116</b>
	<b>Average</b>	<b>51(17%)</b>	<b>75(26%)</b>	<b>155(53%)</b>	<b>12(4%)</b>

**Keys:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Table 5 shows the effect of availability and use of school libraries on students' academic performance in Yobe State with, Information resources in the school library make my assignment easier 134(46%) respondents, Information resources in the school library improve my reading comprehension 142(48%) respondents, Information resources in the school library promote my class presentation 163(56%) respondents, Information resources in the school library enrich my vocabulary 187(64%) respondents, Information resources in the school library enhance my tertiary Cumulative Grade Point (CGP) 132(45%) respondents, the school library helps to improve students' academic performances 192(66%) respondents, The school library encourage group discussion 144(49%) respondents, The school library boost my test scores 124(42%) respondents, The school library boost my exam scores 167(57%) respondents and The school library promote my reading culture 168(57%) respondents indicated disagree. This implies that, out of 293 respondents, the majority 155(53%) respondents indicated disagreed, followed by 75(26%) respondents who indicated agreed and 51(17%) respondents indicated

strongly agreed, while 12(4%) respondents indicated strongly disagreed. Therefore, the effect of availability and use of school libraries on students' academic performance in Yobe State revealed disagreement with majority of the respondents since the libraries are not functional and visible.

**Summary of Findings**

Based on the analysis, the summary of the findings is presented below:

1. Majority of the respondents strongly disagreed with the availability of school libraries in Yobe State
2. Findings revealed that textbooks, dictionaries, charts and pictorials are available in the school libraries in Yobe State, while newspapers, journals, magazines, cassettes, slides, discs, video tapes, films, handbooks, novels and government publications are not available.
3. Majority of the respondents revealed that, they have never used information



resources in the school libraries in Yobe State

4. The effect of the availability and use of school libraries on students' academic performance in Yobe State revealed disagreement by the majority of the respondents since the libraries are not functional and visible.

### Discussion

The results of the study revealed that majority of the respondents strongly disagreed with the availability of school libraries in Yobe State. However, in most cases there are no school libraries that would have enhance the student academic performance in the tertiary institutions. Findings further revealed that textbooks, dictionaries, charts and pictorials are available in few school libraries without processing it for student usage, while newspapers, journals, magazines, cassettes, slides, discs, video tapes, films, handbooks, novels and government publications are not available. Majority of the respondents revealed that, they have never used information resources in the school libraries in Yobe State. The effect of the availability and use of school libraries on students' academic performance in Yobe State revealed disagreement by the majority of the respondents since the libraries are not functional and visible. This is in line with the study of Aminu and Agboola (2022) who revealed that, there are no standard school libraries in majority of the local government in Yobe State to support teaching and learning process which would have promote students academic performance in tertiary institutions. The results further revealed that, the few available resources were not process and made know to student for utilization. According to majority of the leaders the classrooms are not enough to accommodate the students not to talk of establishing a library.

### Conclusion

The study concluded that, there are no school libraries in most of the primary and secondary schools thereby denying students from learning how to adapt to reading culture at an early stage. The little information resources available are packaged in cartons which would have been

displaced for students consultations. Some teachers come to the classroom with few textbooks and immediately after the class goes back with it. The few available information resources seen by students are textbooks, dictionaries, charts and pictorials. The study further concluded that in most cases there is no place called a library as indicated by the majority of the respondents which would have boosted their ability to read. The availability and use of school libraries would have promoted students' academic performance in tertiary institutions.

### Recommendations

Based on the findings of the study, the following recommendations were made for improvement:

1. The State Government in collaboration with the headmasters and principals should create a school library with the available resources on the ground to support the teaching and learning process
2. The State Government should supply enough information resources (newspapers, journals, magazines, cassettes, slides, discs, video tapes, films, handbooks, novels and government publications) to each school to improve reading culture among students
3. The headmasters and principals should include library hours in their timetable to encourage students to patronizing the school library
4. The State Government should spend more on the establishment of school libraries as the availability and use of school libraries would boost students' academic performance in the tertiary institution level.



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